جمهورية مصر العربية
وزارة التربية والتعليم والتعليم الفني

أنشطة الصف الثاني الابتدائي

للعام ٢٠١٩-٢٠٢٠ م

نظام أبناؤنا في الخارج باللغة الإنجليزية

(Discover)

اسم التلميذ / التلميذة: ....

رقم الجلوس :..

سفارة / قنصلية .... دولة : ....

العام الدراسي ٢٠١٩ / ٢٠٢٠م

ارشادات عامة:

- يقوم ولي الأمر بطباعة ملف الأنشطة باللغة التي يرغب التلميذ تنفيذ الأنشطة بها من الموقع الإلكتروني الرسمي لوزارة التربية والتعليم (www.moe.gov.eg).
- في حالة الضرورة ، يمكن طباعة نسخة من ملف الأنشطة من مقر سفارة / قنصلية جمهورية مصر العربية بالدولة المقيم بها التلميذ.
- يقوم التلميذ بأداء الأنشطة كمهام منزلية.
- يقوم ولي الأمر بتسليم ملف الأنشطة في مظروف إلى سفارة / قنصلية جمهورية مصر العربية في موعد غايته ١٥ / ٣ / ٢٠٢٠م.

النشاط الأول : صل الكلمة بمعناها :





النشاط الثاني: تخير الصواب مما بين القوسين :

١- الإِسْكَنْدَرِيَّةُ (هُنَاكَ - خَصَائِصَ - تَقَعُ) فِي شَمَالِ مِصْرَ.

٢- فِي القَاهِرَةِ (الجَوُّ - البَحْرُ - الوَادِي) مُعْتَدِلٌ صَيْفًا وَشِتَاءً.

٣- فِي الصَّحْرَاءِ العَدِيدُ مِنَ (الأَسْوَاقِ - الجِمَالِ - الآبَارِ) لِيَشْرَبَ مِنْهَا النَّاسُ.

٤- شَرْمُ الشَّيخِ مِنَ المُدُنِ (المُفَضَّلَةِ - الكَبِيرَةِ - الكَثِيرَةِ) لِلسُّيَّاحِ.

النشاط الثالث :ضع كل كلمة مما يلى فى مكانها المناسب :

بَشْرَةٍ — المَوْلُودَ — تَمَنَّتْ — كَثِيفٍ

فِي يَوْمِ العِيدِ .... فَرَحُ أَنْ تَشْتَرِيَ دُمْيَةً جَدِيدَةً، فَاصْطَحَبَتْهَا أُمُّهَا إِلَى المَتْجَرِ لِشِرَائِهَا.. اخْتَارَتْ فَرَحُ دُمْيَةً تُشْبِهُ .... الصَّغِيرَ؛ لَقَدِ اخْتَارَتْهَا ذَاتَ .... قَمْحِيَّةٍ، وَشَعْرٍ بُنِّيٍّ ....

النشاط الرابع : اقرأ ثم أجب :

ذَاتَ صَبَاحٍ فِي الحَدِيقَةِ، كَانَ هُنَاكَ سِبَاقٌ بَيْنَ السُّلَحْفَاةِ وَالأَرْنَبِ.. بَدَأَ السِّبَاقُ، وَجَرَى الأَرْنَبُ سَرِيعًا، لَكِنَّهُ شَعَرَ بِالإِرْهَاقِ فَنَامَ، وَاسْتَمَرَّتِ السُّلَحْفَاةُ فِي السَّيْرِ حَتَّى وَصَلَتْ إِلَى خَطِّ النِّهَايَةِ وَفَازَتْ بِالسِّبَاقِ.

- فَازَ بِالسِّبَاقِ: .... (الأَرْنَبُ - السُّلَحْفَاةُ)
- مَعْنَى «إِرْهَاق»: .... (جُوعٌ - تَعَبٌ - عَطَشٌ)

أَجِبْ عَمَّا يَلِي:

- شَخْصِيَّاتُ القِصَّة : .... ، ....
- مَكَانُ القِصَّةِ : ....
- زَمَانُ القِصَّةِ : ....
- تَعَلَّمْتُ مِنَ القِصَّة: .... ، ....

النشاط الخامس: اكتب اسم الإشارة المناسب :



Activity (6):

Use the Making Tens mental math strategy to solve these problems.

1.	5 + 6	5 + ______ = 10	So, 5 + 6 = ______
2.	7 + 4	7 + ______ = 10	So, 7 + 4 = ______
3.	8 + 5	8 + ______ = 10	So, 8 + 5 = ______
4.	13 – 3	13 – ______ = 10	So, 13 – 3 = ______

Activity (7):

Read the story problem. Use mental math strategies to find the answer.
Then write a number sentence to show the problem.

1. Mustafa has 16 candies. He ate 6 candies. How many candies does Mustafa have left?

______ - ______ = ______

2- Rashida bought 13 oranges. She gave 3 oranges to her father. How many oranges does she have now?

______ - ______ = ______

Activity (8):

Write the numbers 352 , 617 , 490 in the following place value chart. Write down the value of each digit:

	Hundreds	Tens	Ones
1.	Value: ________	Value: ________	Value: ________
2.	Value: ________	Value: ________	Value: ________
3.	Value: ________	Value: ________	Value: ________

Activity (9):

A) Write the numbers in order from least to greatest.

11	156	4	23	17

B) Write the numbers in order from greatest to least.

28	4	38	241	34

Activity (10):

a)

Hassan bought 23 chocolate cookies. He also bought 35 vanilla cookies. How many cookies does Hassan have in all?

....

b)

Kamilah sewed 59 beads on her dress. Unfortunately, 16 of them fell off. How many beads were left on her dress?

....

Activity (11):

Count the rows and write the addition equation. Then count the columns and write the addition equation.

Rows: ________ ______________________________

Columns: ________ ______________________________

Rows: ________ ______________________________

Columns: ________ ______________________________

Rows: ________ ______________________________

Columns: ________ ______________________________

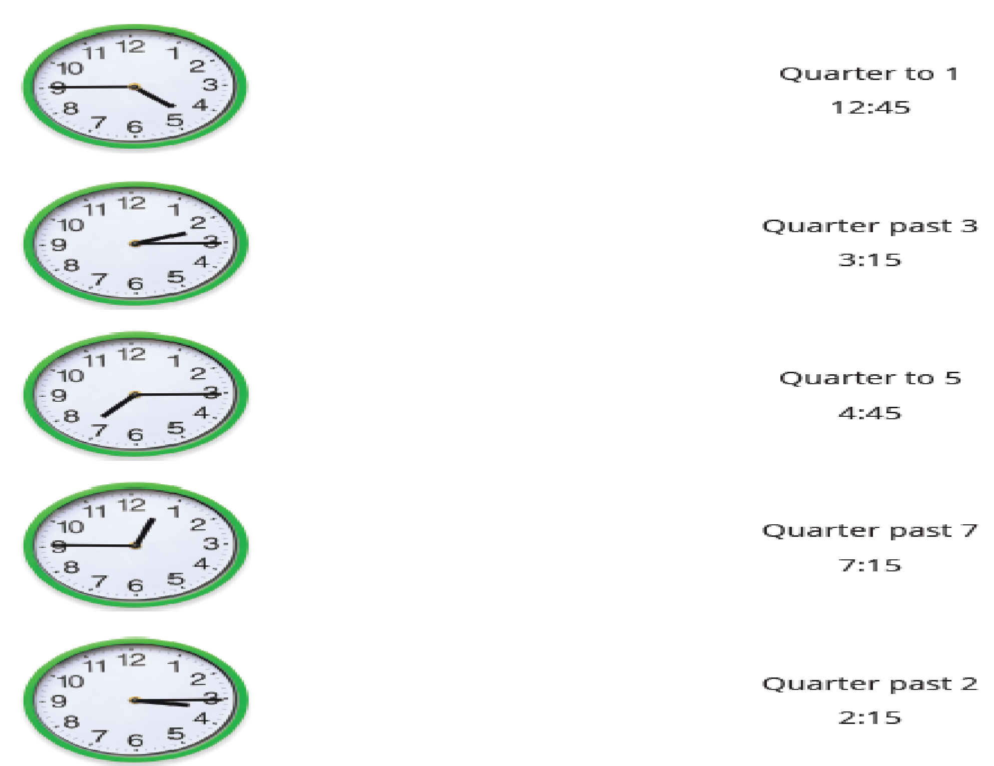
Activity (12):

Record the number of faces, edges, and vertices for each three-dimensional shape.

Name	Shape	Faces	Edges	Vertices
Square-based pyramid				
Cylinder				
Sphere				
Cube				
Rectangular prism				

Activity (13):

Match the clock with the time.



Quarter to 1
12:45

Quarter past 3
3:15

Quarter to 5
4:45

Quarter past 7
7:15

Quarter past 2
2:15

Activity (14):

For each pattern, identify the rule, draw a line to match the pattern to its rule, and complete the pattern.

PATTERN	RULE
1. 75, 66, 57, ______ , ______ , ______ , ______ , ______ ●	● – 3
2. 30, 40, 50, ______ , ______ , ______ , ______ , ______ ●	● + 6
3. 12, 18, 24, ______ , ______ , ______ , ______ , ______ ●	● – 9
4. 66, 70, 74, ______ , ______ , ______ , ______ , ______ ●	● + 4

Activity (15):

Solve each problem below. Be sure to show how you solved the problem. Then compare your problem-solving strategy with your partner's strategy. If you did not get the same answer, find and correct the error.

1. 84 + 69 = ☐

My strategy:

2. 93 – 67 = ☐

My strategy:

3. 313 + 269 = ☐

My strategy:

4. 265 – 119 = ☐

My strategy:

Activity (16):



GRAPHING OUR FAMILY RESPONSIBILITIES

Pick four jobs students have in their families. Draw a picture showing each responsibility. Complete the bar graph to show how many students have that job in their family.

30				
28				
26				
24				
22				
20				
18				
16				
14				
12				
10				
8				
6				
4				
2				

Activity (17):



PROBLEMS AND SOLUTIONS

Complete the graphic organizer. Record three problems that Nour faces, then write about or draw a picture of her solution.

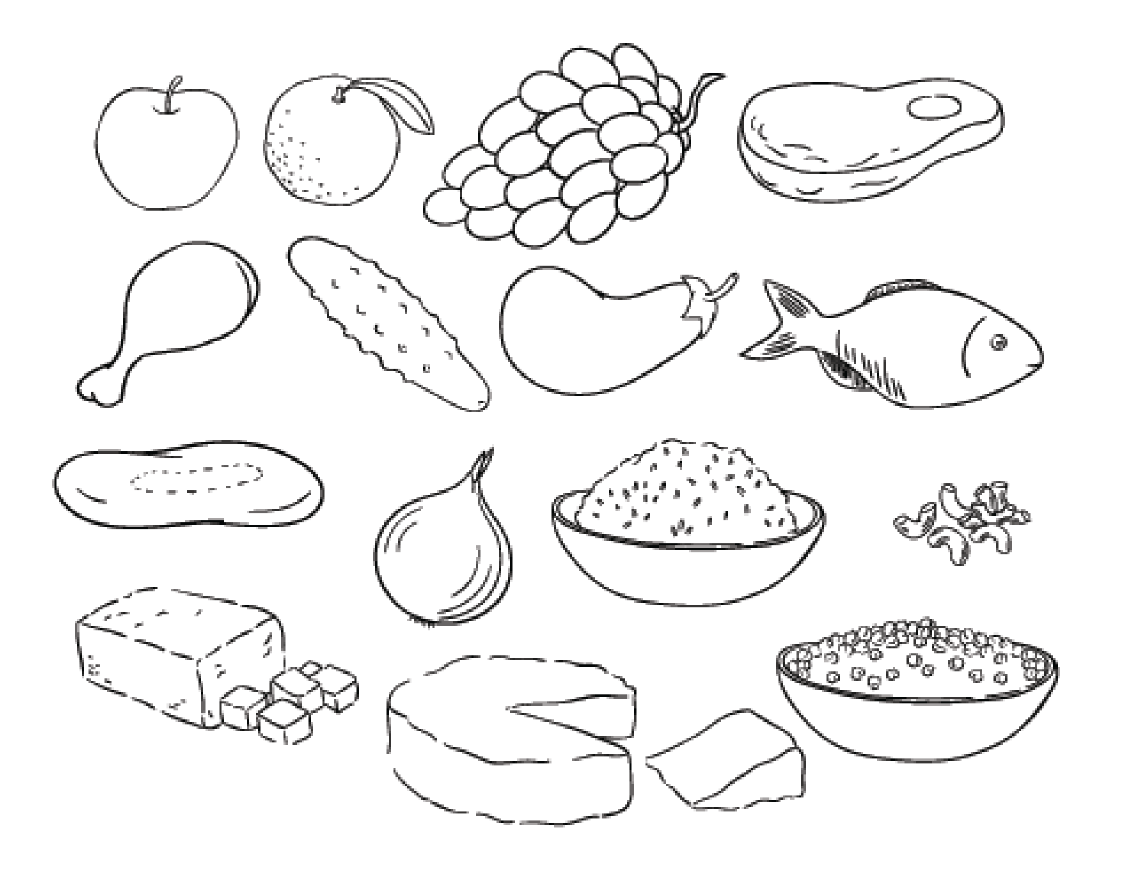
PROBLEM	SOLUTION

Activity (18):

FOOD GROUPS

Using the table below, color the foods according to food group.

RED	YELLOW	BROWN	GREEN	ORANGE
Meat, Dry Beans, Eggs, and Nuts Group	Milk, Yogurt, and Cheese Group	Bread, Cereal, Rice, and Pasta Group	Vegetable Group	Fruit Group



Write the letter P next to the food if it comes from a plant and the letter A if it comes from an animal.

Activity (19):



HOW HEALTHY FOODS HELP US

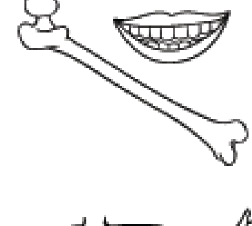
Match the food to how it helps your body. Complete the phrases that describe one benefit of each group.

HOW IT HELPS YOUR BODY











FOOD GROUP

Milk, Yogurt, and Cheese

____

_ _ _ _ _ _ _

Builds strong _______________.

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

____

_ _ _ _ _ _ _

Builds strong _______________.

Fruit

____

_ _ _ _ _ _ _

Provides _______________.

Bread, Cereal, Rice, and Pasta

____

_ _ _ _ _ _ _

Provide _______________.

Vegetables

____

_ _ _ _ _ _ _

Help us _______________.

Activity (20):



CATEGORIZING JOBS

Look at the professional categories below. List jobs from the class job web in each category.

AGRICULTURAL	INDUSTRIAL
COMMERCIAL	**TOURISM**
OTHER	

Activity (21):



IS OUR SUN LIKE A STAR?

Read the first question. Put your answer for our sun in the second column and for the stars in the third column.

Three things needed for a shadow:

1.

2.

3.

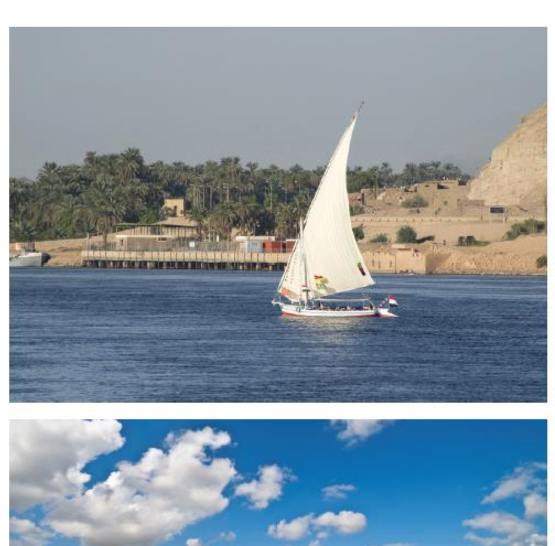
QUESTIONS	OUR SUN	A STAR
Can it cast a shadow?		
Can I read a book by its light?		
Can I feel its warmth?		

Activity (22):



OUR EGYPTIAN ENVIRONMENTS

Compare the different environments. Name each.







Activity (23):

VOCABULARY: ENVIRONMENT

Think about your own definition for the new word.
Complete the chart.

Vocabulary Word: ____________

Your Definition	Illustration

Sentence Using the Vocabulary Word

____

____

Activity (24):



HUMAN CHANGES

Look at the picture. What do you notice?

Nile River

Aswan High Dam

Lake Nasser

Why do humans build dams?

1.

2.

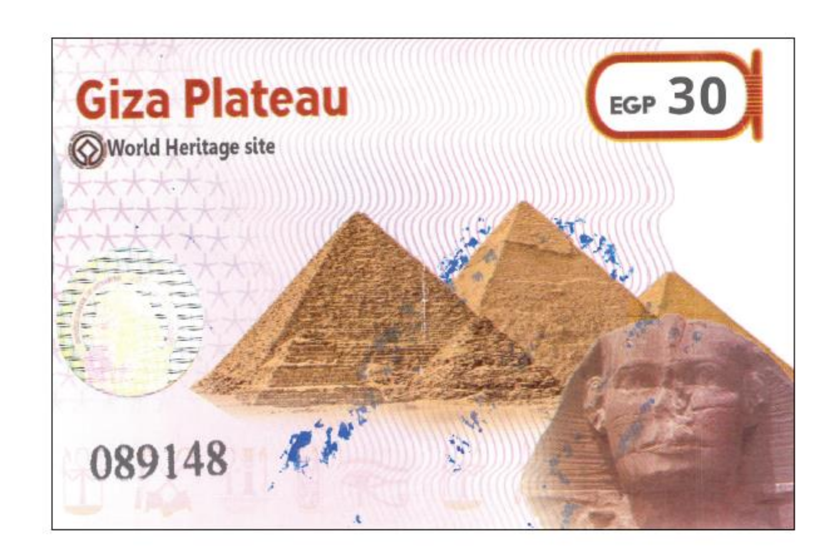
How did the Aswan High Dam change the Nile River? Describe what you see in the picture.

Activity (25):



EGYPTIAN TICKETS

Below are tickets used at monuments in Egypt. Tourists save these tickets to remember places they visit. What do you notice when you look at the tickets?





Activity (26):



HOW FAR AWAY IS GIZA?

Mark your home town on the map. Draw a line from your town to Giza, where the pyramids are. Use the scale to find the distance from your town to Giza.



How many scale segments are between our city and Giza? ________________

Calculate the distance using complete scale segments here:

____

How far away is Giza? ________________

Activity (27):



CITIES IN EGYPT

Using the map on the previous page, calculate the distance from your home town to cities in Egypt.

City	Number of Scale Segments	Distance from Home Town
Hurghada		
Mut		
Al Arish		
Cairo		
Qina		

Place the cities in order of distance from your home town, from closest to farthest.

Closest

Farthest

Activity (28):

VOCABULARY: EROSION

Think about your own definition for the new word.
Complete the chart.

Vocabulary Word: ____________

Your Definition	Illustration

Give an example of how erosion affects land

____

____

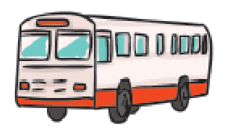
Activity (29):



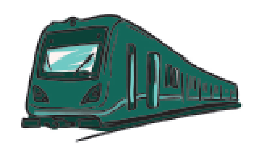
JOBS IN TRANSPORTATION

Read the text. Circle words you do not know. Answer the questions.

We need tickets to ride buses, trains, and airplanes. Often, we buy tickets online. Sometimes, we buy tickets at the station. The person who sells tickets is the ticket agent.



Buses: The person who drives the bus is the bus driver. People who keep the bus in working order are mechanics. A mechanic might also work on other vehicles.



Trains: The railroad engineer drives the train. The conductor takes your ticket once you are on the train. The station master is in charge of the railway station.



Airplanes: A very fun job is flying airplanes. The pilot flies the airplane, and the co-pilot helps the pilot fly the plane. Flight attendants make sure you are safe on a plane. The person who fixes airplanes is called an airplane mechanic.

1. What is the station master's job?

2. Who drives the train?

3. What does a ticket agent do?

4. What is the mechanic's job?

5. What does the conductor on a train do?

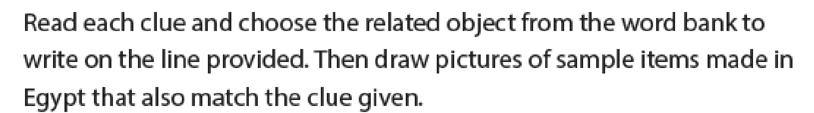
6. Who helps you understand safety measures on a plane?

7. Who helps the pilot fly the plane?

Activity (30):



MADE IN EGYPT



Read each clue and choose the related object from the word bank to write on the line provided. Then draw pictures of sample items made in Egypt that also match the clue given.

Bus | Orange | Shirt | Bridge | Cotton | Refrigerator

Made of steel	Made of cloth
Used in your home	Has wheels
A fruit	A plant

Activity (31)



VOCABULARY: AQUATIC

Complete the chart using the class definition of the new word.

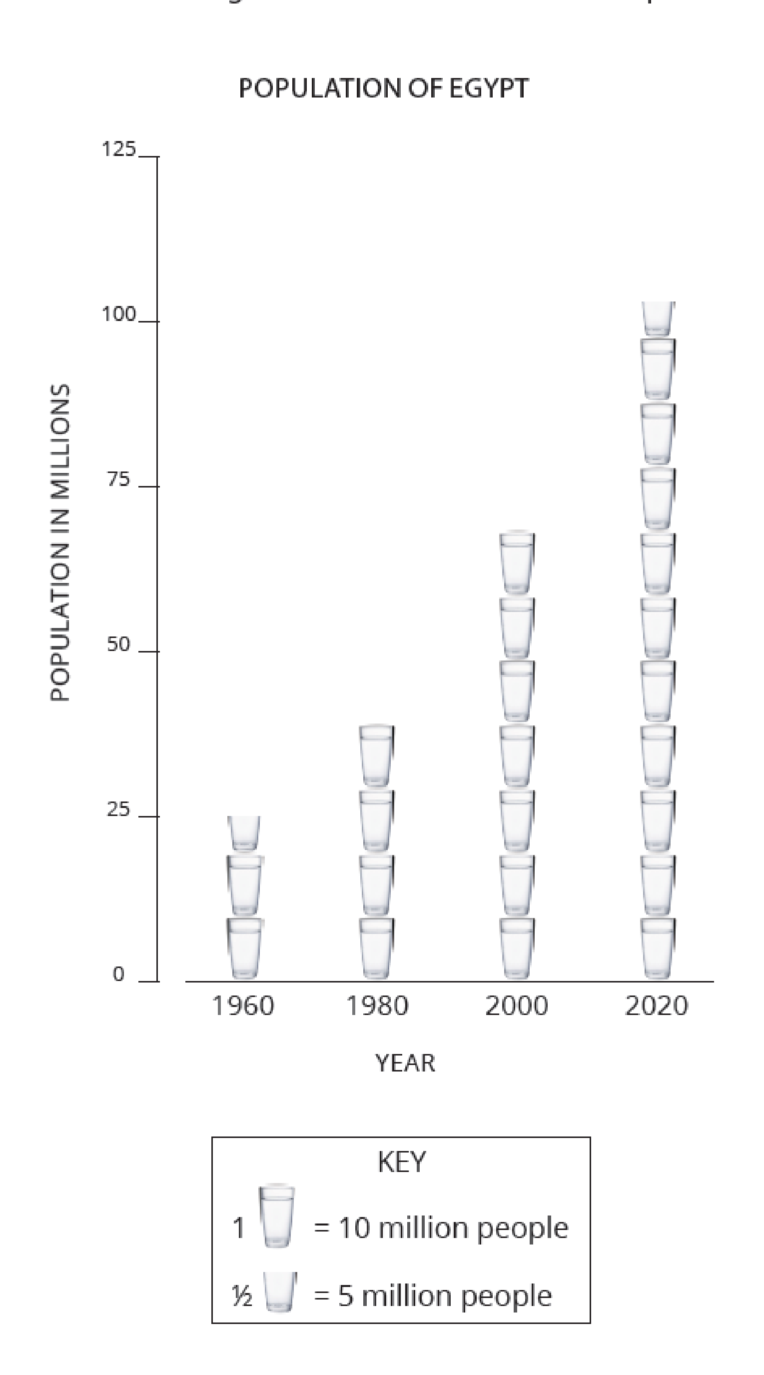
Vocabulary Word: ____________

Your Definition	Illustration
Sentence using the vocabulary word	

Activity (32):

EGYPT IS GROWING

Look at the chart during the class discussion. Answer the questions.



Based on this data, in what year was the population of Egypt the smallest?

____

In what year was the population the largest? ____________________

Circle the correct answer. The population is:

- Getting bigger
- Getting smaller
- Staying the same

Activity (33):

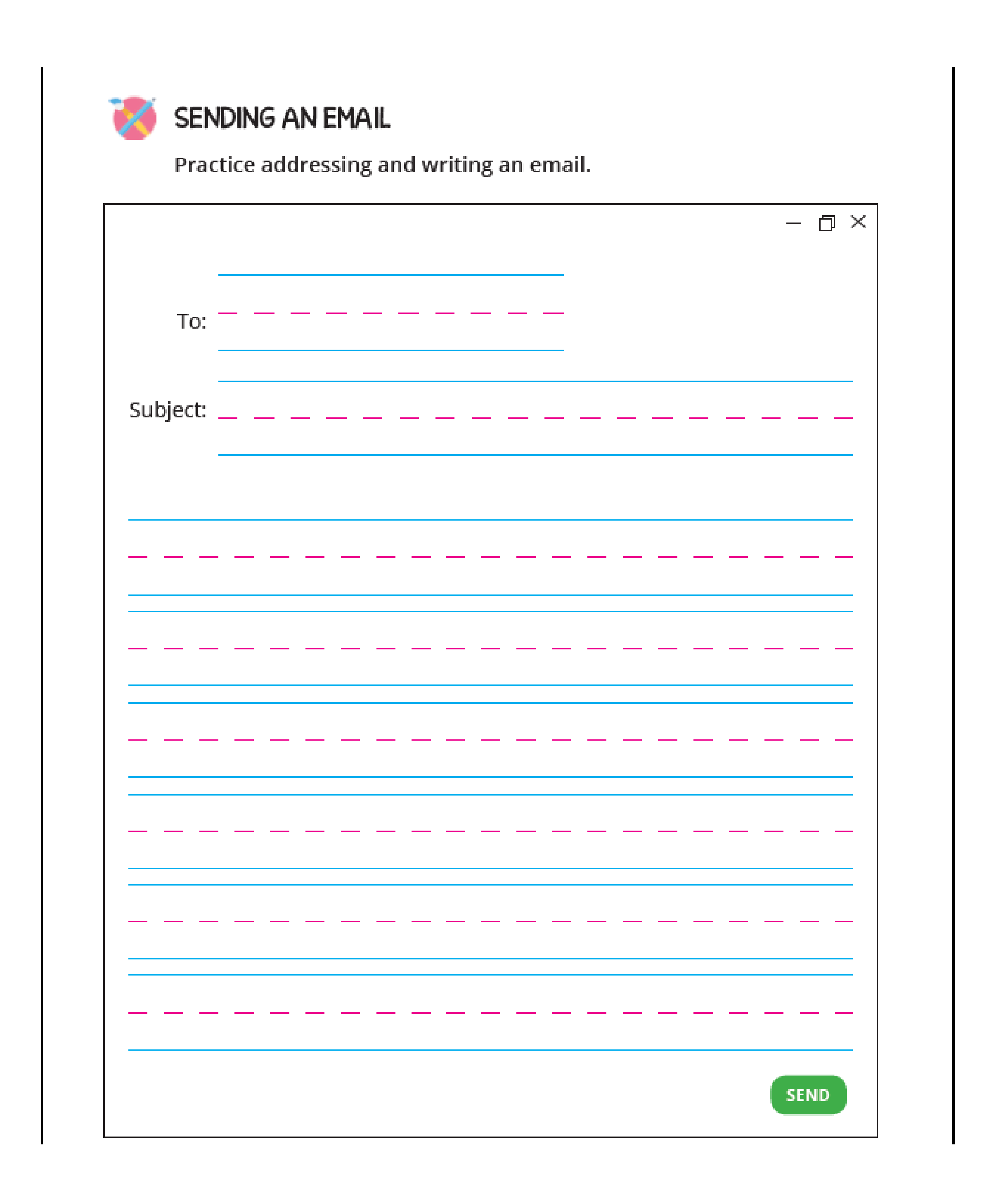


MY CONSERVATION PLAN

Imagine you are working in the Ministry of the Environment. You have been asked to prepare a list of ways that people could conserve energy. In one column, record activities that use energy. In the other column, make a suggestion about how people could conserve energy relating to that activity.

Activity	How to Conserve Energy

Activity (34):


SENDING AN EMAIL
Practice addressing and writing an email.
To:
Subject:
SEND

Activity (35):



SCENARIOS

In your rows, discuss the scenario and how you would solve the problem. Complete the sentences.

1. Your best friend takes a funny picture of you and posts it on his social media. You do not think it is funny, and it hurts your feelings.

The problem is _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _

I would _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _

2. You send a text to your cousin and she thinks you are saying something mean to her.

The problem is _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _

I would _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _

3. You are using your mom's cell phone when it rings. You answer the phone and a voice you do not recognize asks for your address.

The problem is

I would

4. You are playing a game on a computer and a window pops up, asking you to buy more time. What do you do?

The problem is

I would

Activity (36):



FORMAL OR INFORMAL?

Imagine your class needs to collect empty plastic bottles for a project. Write a message to a local store owner, a family member, and a friend asking each to bring in or donate materials for the project.

STORE OWNER

FAMILY MEMBER

FRIEND

Activity (37):



Add local roads and businesses onto your map.



MAP LEGEND

Activity (38):



CASHIER AND CUSTOMER

Read the conversation between the cashier and the customer. Solve the math problem using addition and subtraction. Show your work in the workspace provided.

Conversation	Workspace
Cashier: Your total is 75 LE. Customer: Here is a 50 and two 20-pound notes. Do I have enough money?	
Cashier: Yes, you have _________ LE total. Let me get you your change. Customer: Great. How much money do I get back?	
Cashier:_________ LE. Thank you for shopping here today.	

Activity (39):



REGIONAL ARTS AND MUSIC

Use the clues drawn in each region and the word bank to match the type of art or music with the region.

folk music

Assaya dance

reed pipe music

bagpipe music

handmade carpets

palm leaf handicrafts

pottery and textiles

Activity (40):



HOW WILL I COMMUNICATE ?

Imagine you have access to all four types of communication pictured. Match the communication technology you are most likely to use with each scenario. There may be more than one correct answer.

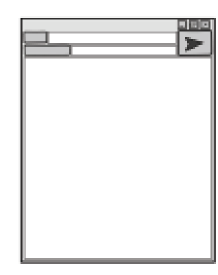
1 You want to invite a friend to come over to play.



2 You want to wish your grandma a happy birthday.



3 You want to tell a friend, who lives far away, about your day.



4 You want to place an order for a cake at the bakery.

